



Relationships and Sex Education Policy

Policy Dated:	March 2025
Adopted by Local Governing Body	March 2025
Date of Next Review:	March 2028
Reason for Review/Revision:	Due for review
Publication Scheme	Trust & School websites
Version	02
Lead	Leigh Dent (PSHEE Lead)

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1. Statement of Entitlement

Relationships and Sex Education (RSE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996). An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. This became active from September 2020.

2. Aims

At Clavering Primary School, we aim to prepare children to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full Personal Social Health and Economic Education (PSHEE) programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled. This means that we want our children to:

- understand the importance of happy and healthy relationships;
- understand the importance of respect for one another, regardless of religion, culture or sexual orientation;
- understand about physical, moral and emotional development;
- develop positive values and a moral framework that will guide their decisions, behaviour and judgement;
- communicate effectively;

- be aware of and enjoy their sexuality;
- behave responsibly within relationships;
- have the confidence and self esteem to value themselves and others;
- to be able to access help and support;
- have skills and sufficient information that will enable them to protect themselves;
- neither exploit or be exploited.

It is the policy of the governing body of Clavering Primary School that when matters of a sexual nature need to be discussed, these are done in a natural and open manner with appropriate discretion. Parents will be approached first if a matter of a particularly delicate nature will be discussed, (unless this course of action would be detrimental to the welfare of the pupil concerned; in this instance child protection procedures will be followed). Pupils' questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

3. Equal Opportunities Statement

Our RSE programme aims to be inclusive of all regardless of gender, race, age or ability. The programme responds to the needs of individual pupils and takes pupils' cultures, faiths and family backgrounds into consideration.

4. Statutory Requirements

From September 2020, Relationships Education is compulsory for all maintained primary schools, as set out in the 2019 Department for Education (DfE) "Relationships Education, Relationships and Sex Education (RSE) and Health Education" statutory guidance. As a school we also provide Health Education. This includes primary-aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education.

In primary schools, if the decision is taken to teach sex education beyond Relationships and Health Education and National Curriculum Science, this should also be documented in the RSE policy. The policy is available to parents/carers on request and is also available on the school's website.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, paragraph 67).

As part of Extol Trust, we provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Clavering Primary School, we teach RSE as set out in this policy.

5. Roles and Responsibilities

5a. Local Governing Board

The local governing board will approve the RSE policy and hold the headteacher to account for its implementation.

5b. Headteacher

The Headteacher is responsible for the implementation of the policy and for liaising with the governing body, Extol Trust, parents and other appropriate agencies. The Headteacher also has responsibility for managing requests to withdraw pupils from non-statutory/non-science components of RSE (refer to Section 8).

5c. PSHEE Coordinator

The coordinator, together with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and support INSET relating to RSE.

5d. Parents

The school recognises that parents/carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for the challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE programme and have access to this policy.

5e. Staff

RSE is a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them. Staff do not have the option to opt out of teaching RSE. Staff who have concerns about RSE are encouraged to discuss this with the Headteacher. Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes in RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

5f. Pupils

Pupils are expected to engage fully in RSE and, when discussing issues relating to RSE, treat others with respect and sensitivity.

6. The Purpose of RSE

The purpose of RSE is to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. It must not be value free and not only tailored to age, but also level of understanding. RSE needs to sit on three equal legs, providing essential skills (self-esteem), knowledge (information) and understanding (attitudes). The RSE programme will benefit children, school and society.

Relationships, Sex and Health Education (RSHE) plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (Education and Inspections Act 2006 Section 38).

- ☐ Relationships and Sex Education (RSE) is an important part of PSHE Education (DfE, 2014).
- ☐ When any school provides RSE, they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, "Education Inspection Framework", Paragraph 28).

7. Curriculum: How Jigsaw PSHE is Organised in School

We have developed the curriculum in consultation with parents, pupils and staff. We have considered the age, needs and feelings of pupils when developing the curriculum. If pupils ask questions outside of the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born

For more information about our curriculum, see Appendix 1.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw, which are designed to progress in sequence from autumn to summer.

Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world, as it helps them understand, and be equipped to cope with, issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development; this is mapped on each Piece and balanced across each year group.

- ☐ Teachers and HLTAs are responsible for the delivery of Jigsaw. Teachers will deliver the RSE module in all year groups.
- ☐ The PSHEE coordinator, Headteacher and governors will be responsible for monitoring and evaluation.

8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional (i.e. puberty talk to Year 5 and Year 6 pupils by the School Nurse).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

9. Parents' Right to Request their Child to be Withdrawn from Sex Education

Parents have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents wishing to exercise this right are invited in to school to see the Headteacher and/or the PSHEE subject leader, who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" (DfE Guidance, p17).

At Clavering Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to human reproduction and, therefore, inform parents of their right to request their child be withdrawn from lessons that explicitly teach this, i.e. the Jigsaw 'Changing Me' Puzzle (unit):

- Year 4, Lesson 2 (having a baby)
- Year 5, Lesson 4 (conception)
- Year 6, Lesson 4 (conception, birth)

The school will inform parents of this right by letter prior to the 'Changing Me' unit being taught.

10. Working with Parents

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as science, geography, history and RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

We are happy to discuss the content of the curriculum and invite you to contact either Mrs Black, our headteacher, or Miss Dent, the PSHEE Subject Leader.

11. Specific Issues

11a. Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that children may bring fears or worries into the classroom which, in some circumstances, may lead to a disclosure of a Child Protection issue.

11b. Confidentiality

If a member of staff, (teaching or non-teaching), suspects there to be Child Protection/Safeguarding issues involving a child, or is faced with a disclosure, then s/he has a duty to pass this information on to the Designated Safeguarding Lead member of staff (currently Mr Hall) and use the procedures set out in the school's Child Protection policy. Staff need to make pupils aware they can not legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session.

11c. Health Professionals

When visitors and outside agencies are involved, their contribution must have been planned as part of the overall RSE programme. Their contributions should complement the teaching already taking place in school via the Jigsaw scheme of work.

- They can work with and give support to teachers.
- They can provide a link to relevant services.
- They can inform pupils about using health services in the area.
- They can provide pupils with confidential support and advice.

Health professionals who are involved in delivering the RSE programme are expected to work within the school's RSE policy and under the instruction of the Headteacher. However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

11d. Puberty

Boys and girls need to be prepared for puberty. At Clavering Primary School, we begin teaching about puberty when it is age-appropriate to do so, in consultation with parents. Children are first introduced to the word 'puberty' in Year 3.

11e. Menstruation

Linked to our education about puberty will be preparation for girls to cope with menstruation. Sanitary products are available within school if needed and a disposal unit is situated in the girls' toilets.

11f. Secondary School Liaison

The majority of pupils at Clavering Primary transfer to a secondary school based within Hartlepool. There is communication between Clavering and relevant schools through transition activities and meetings that take place during the summer term.

12. Dissemination and Implementation

This policy will be given to all members of the governing body and to teaching/non-teaching staff. All parents will be invited to read the document; it will be made available on the school website. A paper copy is available on request.

13. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

14. Monitoring Arrangements

The delivery of RSE is monitored by the PSHEE Leader and SLT through:

- Book Looks;
- Learning walks;
- Lesson observations;
- Pupil and staff questionnaires

Pupils' development in RSE is monitored by class teachers as part of our internal assessment system.

This policy will be reviewed every three years by the PSHEE Subject Leader. At every review, the policy will be approved by the Clavering Governing Body.

Terminology: 'parents'

Throughout this policy, the term 'parents' refers to all those with parental responsibility, including corporate parents and carers.

APPENDIX 1

The Teaching Programme for Relationships and Sex Education (RSE)

Jigsaw RSE Content

Reception

Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

Year 1

Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles); respecting my body and understand which parts are private.

Year 2

Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

Year 3

Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect

Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

Year 4

Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy;

love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

Year 5

Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming;

SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

Year 6

Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

APPENDIX 2

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENT(S)/CARER(S)			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussions with parent(s)	<i>(include notes from discussions with parent(s) and agreed actions taken, e.g. 'name' will be taking part in all relationships lessons and during the sex education lessons, s/he will be working independently on a project in the Year 5 classroom)</i>		
Date		Signature	

Terminology: 'parents'

The term 'parents' refers to all those with parental responsibility, including corporate parents and carers.